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germinated. Number of years required for plants to seed specified areas. Percentage of seeds destroyed.

b. The temperature of soil and air curves plotted on monthly science chart, replotted on sufficiently small scale to show year's curve on convenient sized paper.

c. Weighing of soils by metric system and the percentage of organic and inorganic matters. Same with plants.

The mathematics will enrich the geography by the making of a topographic map of Stony Island. This will necessitate use of compass and level; construction and measurement of angles; computing areas of a rectangle and constant use of decimals and fractions. Sufficient drill will be given in use of the standards of measurement, acres, rods, and feet, to make the estimates of distance in the field work as accurate as may be.

Astronomy.—Variation of the sun's positions and movements—variation of heat and light, latitude, longitude and time at sea and upon land; lantern lectures showing motion and position of plants, lunar topography, nebular, star clusters, sun-spots, etc.

Home economics.—The analysis of the amount of water and of mineral and organic matter in the soil and in plants will be continued in the study of foods. Analysis will be made of potato, white of egg, milk, and wheat, and as certain elements are discovered in given foods, experiments will be made on the effect of heat upon this element.

This analysis, as well as the other, will be graphically represented in some form suitable for use in the museum.

Housekeeping.—Care of room and its decoration.

Art.—The study of book-binding predetermines that at least a part of he art work of the year shall be a study of design suitable for book covers and the illumination of books.

For geography and science, rapid chalk modeling, pictures of the landscape in color, and of plants, seeds, fruit, and animal life in pencil, color and clay will be needed.

EIGHTH GRADE.

KATHERINE M. STILWELL.

THE work of this grade for the autumn quarter will include history, geography, nature study, mathematics, gymnastics, music, manual training, and Latin or German. Detailed outlines of these subjects appear below. In their development reading, writing, drawing, painting, music, and modeling will be used.

HISTORY AND GEOGRAPHY.

The pupils of the grade are beginning the study of Roman history by getting for themselves some notion of the Rome of today through photographs, stereopticon views, books, and, wherever possible, talks with relatives or friends who have been to Rome. Each child has taken some special object of interest to look up, such as the Colosseum, the Pantheon, the Forum, St. Peter's, the Vatican, and is to tell the class what he has found, illustrating by means of pictures, diagrams on the board, etc. One pupil brought an invitation from his father to the entire class to spend an evening at his home, for the purpose of looking at a collection of several hundred lantern-slide views of Rome.

The pupils will learn something of the topography of Rome, the origin of the plain and of the hills upon which the city is built. They will express this knowledge in sand maps, and then compare the location of Rome with that of Chicago. As there are many new pupils in the class, it will probably be necessary to make a brief study of Chicago—its location on the Chicago plain, its situation on Lake Michigan, and with reference to the surrounding country. Excursions will be made to the chief points of interest in the city, and comparisons made with Rome as to the manner in which the two cities have utilized their physiographic features.

The class will take up next some of the causes of the development of Rome, especially the advantages of topography, including here a study of the surface of Italy, its shape, and position on the continent, the situation of the Alps and Apennines, and the nature of its soil and climate. This will lead them to the consideration of ancient Rome, and they will note the contributions to her civilization made by the Etruscans and Greeks, and will reconstruct, so far as they can, the home life of the Romans, their dwellings, furniture, dress, occupations, amusements, etc.

The government of Rome will also be discussed, together with her increase of territory and the way in which she governed her conquered peoples. The Roman method of government will be compared with our own.

Teachers are referred to Mommsen's *History of Rome*. The pupils will use Harding's *City of the Seven Hills*, Guerber's *Story of the Romans*, Botsford's *History of Rome*, Hare's *Walks in Rome*, Lanciani's *Ruins and Excavations in Ancient Rome*, Baedeker's *Central Italy*, Harper's *Classical Dictionary*, Smith's *Dictionary of Antiquities*, encyclopædias, and Guhl and Koner's *Life of the Greeks and Romans*.

In addition to the geography already suggested, the class, starting with the volcanic origin of the hills of Rome, will study Vesuvius. They will learn, by the use of pictures, its present appearance, and will read about its formation, its past history, and its connection with the present seismic disturbances.

Using a map, they will locate the places of present activity (Russia, Mexico, Guatemala, the West Indian and Aleutian islands, and Hawaii). They will be shown stereopticon pictures of the great volcanoes of the world, and be encouraged to read their history. They will then study the types of eruptions, with special emphasis on Mt. Pelée as an example of the explosive type, and on Mauna Loa, Hawaiian Islands, as an example of the expulsive type. They will note the characteristics of each type, and will learn by pictures and by sand-modeling the characteristic shape of the hill or mountain built by each of the two kinds of eruptions, as well as the shape of the most common of all volcanic mountains, the composite cone. At every stage they will use the volcanic formations of Italy as the basis of comparison.

The various theories of the causes of eruptions will be presented and discussed. The pupils will use the references indicated below:

The *National Geographic Magazine*, June and July, 1902; the *Century* magazine, September, 1902; *The Outlook* (George Kennan's articles), 1902.

NATURE STUDY.

The nature study will consist largely of field work, for which the vacant lot south of Sixtieth street and east of Greenwood avenue will be used.

As indicated in Mr. Jackman's outline, there will be a survey of the results of the past growing season, and a study of some of the causes that have contributed to these results. This grade will make a special study of the relation of the plants to each other, to sunlight, to moisture and to soil. This will require the use of reading, writing, painting, drawing, and number. A geometrical survey will be made of the lot itself and of the irregular areas covered by different plants. Additional work will be done in physics, Mr. Jackman having planned a series of lessons on electricity.

MATHEMATICS.

In connection with history the following work in mathematics will be given:

Geometry of structural work: (*a*) forms suggested by the University Press Building (starting with the Roman arch); (*b*) Roman architecture; (*c*) study of bridges; (*d*) steel buildings.

Related to nature study, the following surveys will be made

Geometrical surveying: (*a*) selected area for nature study; (*b*) irregular areas; (*c*) geometrical topography.

Additional work will be assigned those pupils who have not met the requirements of this grade of work.

MANUAL TRAINING.

ANNETTE BUTLER.

The manual training will be based upon the study and comparison of ancient and modern Rome with Chicago.

The design and construction of the commonest types of household furniture used in ancient Rome will be studied and compared with furniture in use at the present time. The different woods found in Italy, of which the furniture is most commonly constructed, will be considered. They will be compared with our common woods in texture, color, and durability. The class will visit one of the largest furniture stores of Chicago. After this visit they will begin the planning of Christmas presents, which will consist of simple articles of furniture. Each pupil will make his own design, following it by an accurate working drawing to a scale.

GERMAN. GRADES VII AND VIII.

E. PROKOSCH.

Starting with a description of the school and its surroundings, developed by German conversation and written exercises, the class will try to get a clear picture of the city of Chicago in its geographical, historical, and commercial aspect. A comparison with the modern and ancient city of Rome will lead to some German reading on Roman history. The interest of the pupils in the German language and their practice in independent reading will be greatly helped by a collection of German references, dealing in simple language with the nature study, history study, etc., of the two grades, and arranged by the teacher of German, with the help of the grade teachers, with special regard to the needs of individual pupils.

LATIN.

The pupils in the seventh and eighth grades who are not studying German will begin Latin. This will be closely related to the Roman history and will consist of simple reading lessons on the home life of the Romans.

MUSIC AND GYMNASTICS.

For work in these subjects see the outlines of the special teachers.